DOCUMENT RESUME

ED 371 829 PS 022 383

AUTHOR Farquharson, Patrice E.
TITLE Enhancing the Fiscal Outlook of a Nonprofit Agency through Board of Training, Fundraising Techniques and a Marketing Plan.
PUB DATE 94
NOTE 67p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Community Involvement; *Day Care Centers; Early Childhood Education; Educational Finance; *Financial Support; *Fund Raising; Governing Boards; *Private Financial Support; Program Descriptions; *Program Development; Program Effectiveness; Public Relations; School Community Relationship

ABSTRACT

This practicum focused on improving the funding of a state-supported, non-profit day care center through the development of a marketing plan, enhanced fundraising techniques, increased involvement by the center's board of directors, and heightened community awareness. To accomplish these goals, board members were interviewed and encouraged to use their influence and contacts to seek new sources of funding and donations for the center. A grant application was sent to a local agency to provide funding for a program development consultant. An illustrated brochure about the center was produced and distributed to local businesses, organizations, and individuals to attract donations of money or materials. A videotape of the day care program was also produced and shown on a local television station to increase community awareness of the center and to attract financial support. These developments led to a more than five-fold increase in funding and donations to the center in the four months after the program took effect. Board member and community involvement also increased. (Eight appendixes provide copies of correspondence, interview questions, and an abstract of the grant proposal.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 371 829

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Enhancing the Fiscal Outlook of a Nonprofit Agency through Board Training, Fundraising Techniques and a Marketing Plan.

by

Patrice E. Farquharson

Cluster 53

A Practicum I Report Presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova University

1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Patrice Farquharson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 022383

BEST COPY AVAILABLE

PRACTCUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Jane C. Crowley

Jane Crowley

Board Vice President

Title

Guilford, Connecticut

Address

February 2, 1994

Date

This practicum report was submitted by Patrice Farquharson under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Feb. 24, 1994

Date of Final Approval of Report

June S. Delano

June Delano, Ph. D., Advisor

ACKNOWLEDGMENTS

I am grateful to the Board of Directors of the West Haven Child Development Center, Inc. I especially appreciate the encouragement and support of Jane Crowley, practicum verifier and June Delano Ph. D., my advisor.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES v

LIST OF FIGURES vi

Chapter

I INTRODUCTION 1

Description of Community 1
Writer's Work Setting and Role .....

II STUDY OF THE PROBLEM 6

Problem Description 6
Problem Documentation 8
Causative Analysis 10
Relationship of the Problem to the Literature 12

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 15

Goals and Expectations 15
Expected Outcomes 15
Measurement of Outcomes 16

IV SOLUTION STRATEGY 19

Discussion and Evaluation of Solutions 20
Description of Selected Solution 23
Report of Action Taken 26

V RESULTS, DISCUSSION AND RECOMMENDATIONS 30

Results 30
Discussion 36
Recommendations 37
Dissemination 38

REFERENCES 39

Appendices 41

A INTRODUCTION TO INTERVIEW 41

B PERMISSION FOR INTERVIEW 43

C BOARD MEMBER INTERVIEW QUESTIONS 45

D SAMPLE LETTER TO BUSINESSES 47

E PROPOSAL ABSTRACT 49

F PERMISSION TO BE VIDEOED 51

G PROGRAM PERMISSION FORM 53

H BOARD RESPONSE CHART 55

LIST OF TABLES

Table

1 Number of Contributions to the Center resulting from the Marketing Plan 31

2 Grant Sources Submitted by the Board Members 34

LIST OF FIGURES

Figure

1 Comparison of Donation and Fundraising Account 35

ABSTRACT

Enhancing the Fiscal Outlook of a Nonprofit Agency through Board Training, Fundraising Techniques and a Marketing Plan. Farquharson, Patrice E., 1994: Practicum Report, Nova University, Ed. D. Program in Child and Youth Studies. Nonprofit Management/Community Involvement/Fundraising Techniques/Board In-Service Training/Proposal Methodology/Marketing Issues.

This practicum focused on the need to provide appropriate funding to a nonprofit agency. It recognized the need for the development of a marketing plan and fundraising techniques, increased board member involvement and community awareness.

The writer developed a board member interview questionnaire, encouraged community involvement by writing and printing a brochure, had filming done to produce a videotape of the agency to be aired on a local television station, and submitted a grant application to a local foundation for a program development consultant.

The results indicated board member participation increased significantly. The donations to the program increased dramatically as a response to the letter to businesses prepared by the board of directors. The grant written and submitted by the writer was awarded to ensure the continuation of the marketing and fundraising campaign throughout the next year.

* * * * * * * *

Permission Statement

As a student in the Ed. D. Program in Child and Youth Studies, I do give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

FEB. 24, 1994
(date)

Patrice E. Farquharson
(signature)

CHAPTER I

INTRODUCTION

Description of Community

This child development center is a state funded non-profit preschool/daycare center. The major goal is to provide a comprehensive program including many interrelated support and service components necessary to insure the good health and optimum growth and development of the children in an ethnically, socially and economically diverse community.

The organization currently services seventy-five children (60 preschool, 15 after-school) and the licensing capacity was recently increased to one-hundred, in order to begin serving more special needs student within the community. The center now has a staff of twenty-six. A volunteer program provides the center with seven outstanding individuals who give extra understanding and nurturing

to the children. Parent involvement is encouraged and one-third of the center's operating board consists of parents who have children in the center.

The budget consists of a state grant, federal food reimbursement and parent fees. Many community resources are utilized and the staff works in conjunction with several local and state universities. These universities provide diagnostic hearing tests, psychology and early childhood education majors to work directly with the children. In addition, they provide technical assistance and continuing education courses for the staff.

Currently, the administration is working in collaboration with the Board of Education to provide an integrated preschool setting for special needs children, establishing what is believed to be one of the first cooperative programs in the state.

The center was honored recently by several agencies and a state university for being one of the first nationally accredited early childhood programs in the state.

Writer's Work Setting and Role

This writer, in the multi-faceted position of executive director of a child development center, is accountable for the management of twenty-six teaching staff and support personnel. This title also carries the full responsibility for the development and administration of education programs, operational duties, including fiscal management, staff development, and labor negotiations. Preparation and development of systems analysis, productivity efficiency reports, annual budget and arrangement for program audits also fall within the writer's jurisdiction. Throughout the last fifteen years, this individual has expanded the program from forty-five children to include one hundred-twenty children from toddler to school age. This expansion included designing the establishing a resource room which incorporates technologically advanced materials and equipment, as well as staff training to meet the changing needs of the children and families served.

After accepting this position and the responsibilities that

went with it, this writer realized further training and education was needed in order to fulfill all aspects of the role of an administrator.

Several changes have taken place over the years to necessitate an innovative approach to planning for nonprofit organizations. The business sector had traditionally relied on data from consumer spending and anticipated trends in the marketplace to survive in a highly competitive field. Many of the same system analysis developed may apply to the nonprofit sector as well. Knowing what the needs of this agency were, where the agency stood and where it was projected to be in the future was paramount for survival in today's rapidly changing marketplace.

Furthermore, all participants should have been aware of assigned roles and responsibilities to guide this nonprofit organization in the future. Therefore, the executive director was expected to help the board members perform assigned roles, bring before the Board information that would assist in formulating sound policies, help the Board develop such policies, and to make recommendations for changes and improvements in accordance with

community needs.

All stakeholders needed to demonstrate the ability to convey the mission of this agency to build public support. It was essential to utilize the technical skills typically associated with the business world, when relying on corporate donations, grants and donations from the community.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Quality daycare and preschool services has become more difficult to attain throughout the last decade. More and more families need to rely on two parent incomes to survive in today's economy.

This center is one of the 109 state funded child care centers that primarily serve low income working parents in the state. As a state funded nonprofit organization, several mandates needed to be adhered to. First, the criteria for operating such a center was established through state legislation. The specific mandate requires municipalities to apply for a grant action request, thereby, entering into a master contract with the state to provide a safe and educationally stimulating environment for children disadvantaged by

socioeconomic and environmental factors.

Once the master contract is in place, the municipality, now referred to as the local agency, signs over the yearly operation of the program to the Board of Directors of this center. The program proceeds to function as a small incorporated business with the Board of Directors legally responsible for administering it.

Although the organization has several mandates to follow, the budget, personnel policies, purchase of equipment and additional funding sources are the sole responsibility of the operating board. The state attaches the stipulation to every grant contract that funding is contingent on the availability of funds.

Funding cutbacks and unpredictable late payments, continued to inhibit the center's ability to deliver quality affordable care to those who need it most. The constant pressure to provide services without sufficient funds and the ever increasing fee requirements threatens to result in reduction of staff, reducing clients or closing the operation entirely. Salaries for teachers had not been increased since 1985 and were approximately half of what the public school

teachers began with ($14,500) for a twelve month position. Starting salaries for the public schools now average $25,000 for a ten month position. Staff raises were difficult to budget and additional compensation was usually awarded at year end making it impossible for staff to count on a specific salary in advance. Continuing education and inservice training requirements mandated by the state had recently been increased. This center was now responsible to comply with these mandates, putting a greater strain on the budget and once again requiring the staff to take on additional responsibility without a pay increase, exhilarating the risk of staff turnover (Ward, Carroll, & Friedman, 1990). Retaining qualified staff was paramount to maintaining a high quality program (Willer, 1987).

Simply stated, the grant allocations had not been increased over the last five years. Therefore, this preschool/daycare was not receiving sufficient funds to continue its present level of operation.

Problem Documentation

Grant allocations for this fiscal year did not reflect increases

in the cost of living, health benefits or salaries. By increasing revenue requirements from fees and federal food reimbursement to unrealistic proportions, the state created the illusion of level funding. As a result, this center actually experienced a decrease in available funds. A recent review of current state grant allocations revealed this program as receiving six dollars less per child, per week, than the average state funded program. There is no explanation for this and several requests for additional funding had been denied. In addition, the legislature is not aware of the severe funding issues these programs are facing, and therefore does not allocate adequate funding.

State contracts take months to approve holding up payment often making it impossible to continue operation without disruption of services and forcing the center to rely on the city for support. However, this city has been in bankruptcy for the last two years, and could no longer afford to advance the funds to this program when necessary. In addition, the first three quarterly grant payments do not equal 75% of the total grant. The fourth quarter payment is larger and falls in the next fiscal year, therefore, no guarantee of

this payment was ever stated. This reduced quarterly payment and the accompanying funding restriction on the fourth quarter payment leaves this center potentially unable to meet quarterly operating expenses, including payroll. In short, payments are not made in a timely manner to insure financial stability. Payments are not distributed equally among the four quarters, and the total amount is not always equal to the total approved grant.

Causative Analysis

In an economy such as today, educating the community about the need for early-intervention has become a real challenge. Even though there is a growing interest in the well-being of the child, society still gives a low priority to social services in this area (Zigler and Lang, 1991). Funding sources have become extremely scarce and more and more agencies are seeking supplemental sources of operating funds. Furthermore, although the federal government has increased spending for childcare, in particular, the Social Service Block Grant, as of 1990, the funds allocated are used for enhancement grants or training; no increase has been given to the

state funded centers for additional operating costs. According to the state census report the number of children projected to need child care in this state alone in 1990 was 317,237.

The corporate role of sponsoring child development programs in this state is limited. However, through the Neighborhood Assistance Act, a business may receive a tax credit for contributions made to a particular child care or educational program. Businesses that participate may receive a 50% tax credit from the government. Despite the fact that this child development center had been designated by the city to receive funds for the last five years, there had been no positive response. One major corporation with the city, whose employees' children are served, did send a response stating that the program was not a "worthy cause."

Furthermore, the Board of Directors' meeting records show that board members had not been aggressive in seeking other funding and were unsure of their assumed roles and responsibilities. There was no formal job description for board members and training had been limited. Traditionally, the board president had not taken the lead to train new members, nor had the executive director been

designated or authorized to do so. Knowledge of long-range planning, fundraising, formulating fiscal, personnel and other general policies for the center, was not transferred through appropriate channels (Schlusser, 1993).

Relationship of Problem to the Literature

According to Knowlton (1992), nonprofits were not diversified enough to remain competitive in today's market. The executive director evidently had not been trained to utilize many of the traditional skills associated with the business world, such as knowledge of finance, public policy, marketing, and increasingly more important, grant writing. The necessary components to writing a grant and presentation (Lichty, 1992) were not requirements in most job descriptions, especially for an early childhood position. Additionally, creative writing skills needed to be explored (Klein, 1993). It takes talent to compose an attention getting letter. The reader will decide in a matter of seconds whether to donate to a particular cause or not. Most letters are not personalized and the reader does not buy into the idea. Competition is fierce and very few people donate through direct mail, however,

most organizations do not realize the potential of creating community awareness and recognition of programs with a well thought out campaign and the right approach.

Marketing skills are extremely limited; strategies for planning a specific advertising approach and anticipated results were not usually formulated (Gibbons, 1993). There had been little emphasis on collaboration between communities, nonprofit agencies, and business (Gormley, 1992). Furthermore, nonprofits had been slow to change from a standard view of fundraising to enlisting support from the business community (Schardt, 1993). Recruitment of volunteers such as older workers had not been looked at as people with time to invest as advocates for children and as a generation with a wealth of experience and knowledge to share (American Association of Retired Persons, 1988).

The main detriment to running an effective preschool/daycare program was that state allocations have not been increased over the last five years. In a similar vein, federal and local government funds were not reflective of the cost of providing quality affordable programs.

Other practical and monetary issues focused on the Board of Directors as being unsure of assumed roles and responsibilities, leading to non-aggressive behavior in seeking other funding. The executive director did not have enough skills ordinarily associated with the business sector and had not been encouraged to obtain this vital knowledge.

Therefore, the program was not diversified enough in fundraising efforts and attention had not been on the strategies of planning for particular advertising approaches with anticipated results.

Thus, the public was not aware of the need for additional funds to continue operating. Collaboration between agencies was not actively pursued and businesses were not involved in the community, further preventing this agency from obtaining the sufficient support systems necessary to meet the health and education needs of the children.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

This nonprofit preschool/daycare would have a sound fiscal basis for its operation. Ideally, a strong foundation would be in place to provide financial security for this service organization.

Expected Outcomes

The following goals and outcomes were projected for this practicum:

1. The executive director will increase skills to improve the fiscal situation as evidenced by at least three people contributing to the center as a result of director's marketing and fundraising plan.

2. Every board member will function in the best means for that board member as evidenced by committee assignments and minutes of meetings.

3. At least six of the twelve board members will provide the executive director with one new grant source.

4. The community will become aware of the center and its needs as evidenced by at least one in-kind contribution or monetary donation.

Measurement of Outcomes

The outcomes for this practicum were measured in the following ways:

For outcome 1, the measurement was the documentation of the number of individuals contributing to the center as a result of the marketing and fundraising plan. When individuals contributed to the center a list was kept. This list was kept for future use and to respond with a note of thanks from the board. Also , to try to get an idea of what individuals were contributing, where they lived and what connection if any did they have to the center.

For outcome 2, the measurement was the collection of data through a structured interview using ten open-ended questions (see Appendices A, B & C) designed to elicit information about board members' ability to contribute to the organization. In the past, this

writer attended board meetings once a month to present a report, but had very little contact with board members in between meetings. Thus, this writer planned to meet with board members on an individual basis. The time allotted for each interview was approximately one hour. In addition, committee assignments were tracked and records of board meeting minutes were kept.

Outcome 3, was measured by recording the number of grant sources submitted by the board members. Again, a record was kept of additional grant sources needed to be written eventually for funds and to identify which board members were making the effort to provide these sources.

For outcome 4, community awareness was measured by the number of responses received; a letter sent to local businesses and the number of in-kind and monetary donations submitted as a result of this letter (see Appendix D). The responses were tracked to enable committee members to write acknowledgment of receipts, to invite community members to attend future functions, to reciprocate with in-kind to other agencies, and to compare donations before and after implementation of the marketing plan.

Furthermore, entries were made to a journal weekly to determine any unexpected events that may have occurred throughout the implementation period. Also, immediately after each interview, the writer wrote a description of each interview, noting additional information not included in the interview questions.

CHAPTER IV

SOLUTION STRATEGY

This preschool/daycare was not receiving sufficient funds to continue its present level of operation. Therefore, a plan was necessary to promote the general need for non-profit agencies to view programs from a different perspective. Funding is limited in many levels of government and the traditional method of support that non-profit agencies counted on is no longer available. Today's executive director needs to acquire many of the skills ordinarily associated with the business world. No longer are grants given year after year to the same agency. In order to survive in what has become a very competitive business, directors need to market programs and services as skillfully as possible to the community in which the program is located, the business world, and to other agencies. Board members needed to gain practical knowledge to

respond to current social, market and economic conditions. Each board member should be prepared to make important decisions to guide the program toward a sound fiscal basis. Emphasis would be placed on the need to collaborate with all involved to strive to meet the common goal of providing the best possible services to the public.

Discussion and Evaluation of Solutions

Several solutions had been gained from the literature. In particular, the executive director needed to acquire the effective skill of writing a grant or letter with the intention of capturing the readers interest immediately. A straight forward approach to a sometimes overwhelming task of formulating an idea from beginning to end should be utilized (Lichty,1992). Experience and knowledge in abstract writing, a summary of a proposal which clearly states the purpose of the program's mission and established the need for a request would be an asset as well as a necessity to develop a marketing and fundraising plan. The executive director should be prepared to use this acquired expertise to guide and steer board members.

A training and development plan should be in place to challenge every member to be the best in recognized areas. Each person's uniqueness should be identified and used to the utmost advantage. Clearly defined roles and responsibilities should be assigned (Beck & Hillman, 1987). Each board member should keep abreast of legislative changes that could affect funding. Hopefully, board members would become more enthusiastic, gain a greater awareness of where and how individuals fit into the scope of the organization. Board members should also have a clear understanding of the values and culture of the organization and what the mission statement means (Robbins, 1992). Since the mission statement, defines the organization's purpose, all stakeholders needed to buy into the mission statement, including new board members (McCune, 1986).

According to Schardt (1993), collaborations between business, other agencies and the community will facilitate donation agreements. The overall objectives of the collaborative approach will accomplish the following:

1. Increase the quality and quantity of services for young children and their families.

2. Ensure more equitable distribution of services.

3. Equalize regulations across early childhood programs.

4. Address staff and space utilization.

5. Build public support and advisory of early care and education.

6. Work collaboratively within the community to explore additional avenues to achieve more effective service delivery.

Ideally, the combined resources will enhance efforts for administrators to work together to focus on creating the necessary adjustments to meet the needs of children.

Furthermore, publicity and marketing strategies (Gibbons, 1993) will expand public awareness and open communication toward possible donors as well as expand client base. Attention needs to be placed on developing a unique campaign to distinguish the positive aspects of the center and the services offered. The community needed to be aware of the services provided and the many benefits gained in terms of preventative measures for the children and families in the community. Once a plan is in place, direct gift-giving (Ashton, 1991) might augment fundraising activities. This

approach allows constituents to become aware of the availability of donating through planned wills and estates. Board members with the necessary skills in public relations may provide resources to appeal to in this area (Knowlton, 1992). Additionally, target marketing, a technique used to focus on a specific segment of the population may be highlighted (Crandall, 1990).

Compiling all this information may enable the executive director to create a positive image for the program. A brochure could be designed outlining the philosophy of the program and specific services offered (Gibbons, 1993). This writer's idea incorporates developing a video highlighting the program's unique qualities to provide visual impact to prospective donors and enhance a marketing plan. The format for the video may include a script outline, an interview of the program presented by the executive director, taping of special events and everyday classroom activities.

Description of Selected Solution

The mission of the child development center is to provide a comprehensive preschool and daycare program. The impetus is to

provide interrelated support service components necessary to assure the optimum growth and development of the children in the program. Therefore, this writer planned to create an overall marketing strategy (Gibbons, 1993) to ensure that the executive director and the board members gain practical knowledge to enlighten the community and further foster collaboration (Schardt, 1993) to provide a sound fiscal basis for the program.

The executive director's ability and motivation in an organization sets the tone for much of what may be accomplished in a particular program. Therefore, this writer, as executive director, planned to increase grant writing skills (Maita, 1992) to obtain available funds from the government and private corporate grants to supplement state funding.

This particular course of action would emphasis this individual's role in exploring and initiating new marketing strategies and efforts to guide board members in assigned roles.

According to Schlusser (1993) educating board members about designated roles and responsibilities should lead to more awareness of this program. Therefore, the writer planned to meet

individually with board members using interviews to reveal areas of expertise, knowledge of program and individual deficits (Gormley, 1992). This should lead to board members feeling useful and important when striving to accomplish specific goals (Beck & Hillman, 1987). Additionally, contacts in the legislature, local government and federal government would be recognized and referred to when identifying funding sources.

Now, more than ever, board members need to be aggressive in seeking other sources of funding, considering the highly competitive field for grants and donations (Knowlton, 1992). Increasing the skills of the executive director and focusing on the areas of expertise of each individual board member should result in a natural cohesive team effort (McCune, 1986). Reinforcing this effort would be the development of a brochure to send with grant applications and to present to businesses or individuals when seeking donations (Gibbons, 1993). Also, the writer intended to develop a promotional video and have it aired on a public service station to help enlighten the general public about the need for these services and create a sense of awareness of program availability in the community

(Schardt, 1993).

Jointly, this individual and board members plan to attend breakfast meetings sponsored by a local organization to develop new contacts and skills in fundraising . Ultimately, the people responsible for allocating funds in the community will recognize the need for this comprehensive preschool/day care program. By working together to emply all available resources, the writer planned to achieve this goal.

Report of Action Taken

When the writer began this practicum a marketing plan was outlined and a proposal was submitted to a local agency for a possible grant. The agency decided to entertain the proposal (see Appendix E) and a grant application was submitted for a program development consultant.

Several followup correspondence took place with key decision makers, including a thank you letter sent to the person who helped with questions on the grant application. Board members with political skills contacted acquaintances at this funding agency to

support the grant application.

Next, the writer conducted board member interviews and staggered the meetings to account for individual schedules. The writer met with three board members a week, writing a description of each interview immediately following the session, noting additional information not included on the interview questionnaire.

Additionally, the writer met with several staff members to establish an outline for a program brochure. The brochure was written highlighting the mission statement of the agency, the curriculum, philosophy of each program, special events, fees, hours of operation and accreditation information. To add visual effect, photos of the childrn were taken by a staff member and the writer. Typesetting and printing were done by a local business.

As part of the overall marketing plan an informational video was developed by the writer, and input was derived from board members, staff and parents.

A format was designed and a volunteer from a local access television station came in to film the classrooms. Permission to appear on the local television was needed for each child. A

permission slip (see Appendix F) provided by the station was obtained from each parent. A blanket permission slip (see Appendix G) for the center was also on file. Several aspects of the program were included in the video with a brief introduction provided by the director.

A mailing list of local businesses was compiled by the board members and a letter was written stressing key points concerning the organization, the population it serves, need for donations and anticipated goals.

Additionally a luncheon was held at the center with the Mayor of the City in attendance, the Superintendent of Schools, our Congresswoman, State Representative, and other local officials. As a final step the board members sponsored a collaborative fundraising event involving several other agencies and parents.

In summary, the solution used in this practicum involved a printed brochure, the writer interviewing board members, a promotional video, compiling a list of businesses and sending out a letter soliciting donations. The writer submitted a grant application, and events were sponsored to promote community

awareness and increase revenue for the program.

The video was originally scheduled to be completed and aired during the practicum implementation. Circumstances beyond the control of the writer, however, resulted in the delay of the editing and airing of the video to a later date.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

This preschool/daycare was not receiving sufficient funds to continue its present level of operations. Board members had not been aggressive in seeking other funding and state allocations were not adequate. The executive director needed to acquire more expertise in the area of grant writing and marketing.

Objective one was measured by documentation of the number of individuals contributing to the center as a result of the marketing and fundraising plan. The specific objective was that at least three people contribute to the director's marketing plan. One hundred five individuals, parents, businesses and other agencies contributed to the plan in this three month period.

Table 1. Number of contributions to the center resulting from the MARKETING PLAN

BEFORE	# OF INDIVIDUALS	# OF PARENTS	# OF BUSINESSES	# OF OTHER AGENCIES	TOTAL CONTRIBUTIONS
JUNE 1993	1				
JULY					
AUGUST					
AFTER IMPLEMENTATION SEPTEMBER	0	50	5	1	56
OCTOBER	1	0	2	1	4
NOVEMBER	4	28	10	3	45
					TOTAL 105

Objective two was measured by a collection of data through a structured interview using ten open-ended questions (see Appendix H) designed to elicit information about board member's ability to contribute to the organization. In addition, committee assignments and minutes of meetings were tracked. The specific objective was that every board member would function in the best means for that board member. This objective was met as evidenced by nine of the twelve members participating in the interviews and all twelve members volunteering for various committees during the three month implementation.

Responses to board member interview questionnaire.

Question one: All 9 members interviewed were able to identify the mission statement.

Question two: All but two members interviewed responded to this question. Most responded with the development of social skills and enhanced self esteem through the use of developmentally appropriate activities. One responded that children should be in an environment which fosters and encourages interest in learning.

Question three: Of the nine members, one expressed interest in insurance, three areas of staff in-service education, one in accounting, one in legal issues, one children with special needs, one in business and community relations, one in computer skills, two felt policy and publicity.

Question four: Four members felt personnel stating staff the most integral part of working with children. Two chose a development committee, stating the need for continued funding. Two chose a finance committee, one felt most suitable for publicity committee.

Question five: Eight members felt the present agenda very effective, one member suggested areas on the agenda be more specific and designated a time frame.

Questions six: All members felt monthly meetings were

enough, with special committees meeting when necessary

Question seven: Seven board members felt a very diverse board with expertise in several areas. One member suggested adding a member with experience in personnel polices and procedures. Another felt a person with big business connections was needed.

Question eight: Eight of the nine members responded had not tried to recruit a member. One member responding "yes", but not very often. One did not know board members were able to recruit other members.

Question nine: All nine members responded to this question. The most important areas for the board to concentrate on were as follows:

1. Expansion/capital improvements
2. Maintaining accreditation and quality
3. Staff/Board relations
4. Staff development/merit system

Question ten: Eight of the nine members had no comments. One member suggested the time of the meetings be changed to improve attendance and membership.

Nine of the possible twelve board members were interviewed. The remaining three members refused interviews or were unavailable for the following reasons:

1)Two board members did not respond positively to the request for interviews and stated conflicts with scheduling during the duration of the implementation period.

2)One board member was uncomfortable participating in an individual interview and preferred to decline.

The writer interviewed all members and recorded all responses on computer. The writer took very brief notes and recorded specific responses on the interview schedule.

Objective three was measured by recording the number of grant sources submitted by the board members. The specific objective was that six of the twelve board members would provide the executive director with one new grant source. Four board members met this objective, one of the four submitting two sources.

Table 2. Grant Sources Submitted by the Board Members

Board members each assigned a #1-12	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
Number of Grants Sources Submitted												
1	X		X		X							
2										X		
3												
4												
5												

Objective four, community awareness, was measured by the number of responses received; a letter sent to local businesses and the number of in kind and monetary donation submitted as a result of this letter (see Appendix D). The specific objective was that at least one in-kind contribution or monetary donation was received.

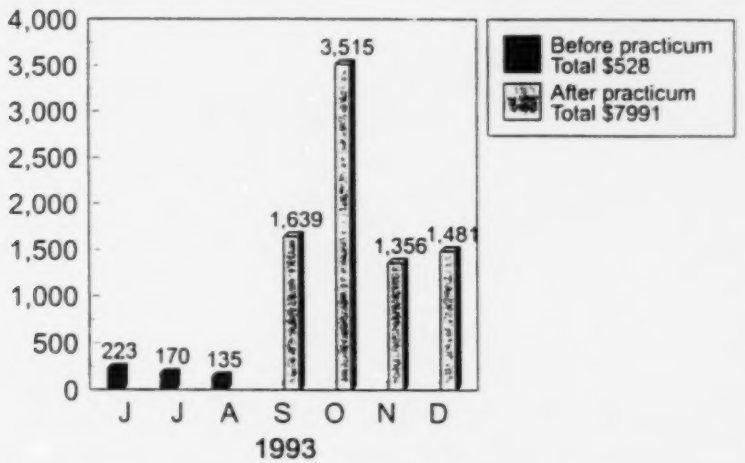

Figure I Comparison of Donation & Fundraising Account

A very positive effect of the marketing plan and board interview was the on-going support now received by the community at large and board members themselves. Board members contacted each other more frequently as well as the executive director. The atmosphere of the board meetings was more congenial and most members came prepared to address a specific agenda. The program has been visited by several state department officials, our

congresswoman and state representatives. Recently a former parent of a child in the program called to assist in grant-writing and the grant the executive director wrote for a Program Development Consultant was awarded, ensuring the continuation of the marketing plan throughout the next year.

Discussion

The results of the board member interviews indicated the members knew the mission had several statement areas of expertise, and were willing to be committed to the role of a board member.

The first, third and fourth objectives were met. The second objective was met by nine of the twelve board members. The board members, however, did demonstrate an understanding of the need to be involved.

The writer feels sense of responsibility developed by the board members to the program was a very beneficial outcome. The community involvement, the business donations and general enhanced awareness of the program added to the success. Brochures

are now available for the public outlining the programs offered. The brochures are also used to submit with grant applications, given to visitors and reviewed by newswriters. The program has also received a significant amount of press since the practicum implementation began. The children, staff and board members have appeared in local newspapers, state newsletters and local television stations.

Comments from other professionals were also extremely positive about the genuine increase in board relations the brochure, business letter and grant application.

In conclusion, the goals of this practicum appear to have been successfully attained. Board members interviewed were provided with information that helped them perform their role better and made them more comfortable in doing so. The community also gained a better understanding of the need for support in running a nonprofit agency that helps to meet their needs.

Recommendations

The writer has a few recommendations based on the results of this practicum. First, the writer would suggest allotting more time

to complete the editing of the video. If at all possible fundraise to obtain money for at least this portion of the video. Editing is very important to the overall presentation and the most difficult to complete.

Secondly, when scheduling the board member interviews the writer would strongly recommend trying to successfully involve all board members. The three board members not interviewed may have added more input if contacted again and interviewed.

Dissemination

The results of this practicum were shared in three ways.

First, this practicum was distributed to the city administration and the writer's board members.

Secondly, the writer belongs to a director's forum. A presentation was scheduled at a group meeting. As a result the writer was asked to provide the forum with an outline of the plan for reference.

Thirdly, the writer belongs to several national organizations and plans tc submit an abstract of this practicum for consideration to present at a nationwide conference.

REFERENCES

American Association of Retired Persons (1988). How to train older workers [pamphlet]. Washington, DC: Author.

Ashton, D. (1991). How to start a planned giving program. Nonprofit World, 1 (3), 23-25.

Beck, A. & Hillman, E. (1987). Positive management practices. San Francisco: Jossey Bass.

Crandall, C. (1990). Tourists and target marketing. New England Business, 12 (7), 14-16.

Gibbons, V.B. (1993). Advertising street marketing. Inc: The Magazine for Growing Companies, p. 27.

Gormley, W. T. (1992). Public policy report: Public hearings on child care. Young Children, 48 (1), 40-42.

Klein, K. (1993). Direct mail: Still a winner. Grassroots Fundraising Journal, 12 (2), 3-6.

Knowlton, W. (1992). Scarce funds, tight times: Nonprofits Need New Skills. Nonprofit World, 10 (6), 18-20.

Litchty, D.D. (1992). Writing winning proposals. Fundraising Management, 4 (4), 34-35.

Maita, S. (1992). Corporate philanthropy: Getting down to business. Grassroots Fundraising Journal, 34 (1), 6-8.

McCune, S.D. (1986). Guide to strategic planning for educators. Alexandria, VA: Association for Supervision and Curriculum Development.

Robbins, S.P. (1992). Essentials of organizational behavior (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Schardt, A. (1993). A little collaboration goes a long way. Foundation News, 34 (1), 16-17.

Schlusser, P.E. (1993). Personal visits give administrator insight on board needs. Board and Administrator. 9 (7), 3.

Ward, H. Carroll, J., & Friedman, K. (1990). Caring for the children: Child care in Connecticut. Hartford: Connecticut Association for Human Services.

Willer, B.A. (1987). The growing crisis in child care: Quality, compensation, and affordability in early childhood programs. Washington, DC: National Association for the Education of Young Children.

Zigler, E.F., & Lang, M.E. (1991). Child care choices: Balancing the needs of children, families, and society. Zero to Three, 11 (4), 31.

APPENDIX A

INTRODUCTION TO INTERVIEW

INTRODUCTION TO INTERVIEW

At the start of each interview the executive director will verbally present the following information to each board member:

> The purpose of this interview is to help each board member define his/her role and responsibilities within our organization. Your input will be used to help set future agendas for the program. The questions here ask for information of the program philosophy, mission statement and your areas of expertise concerning the policies of the program.
>
> If you need more information about a particular question, please do not hesitate to ask. Also, if you do not wish to answer a question, that is fine. Now, do you have any questions before we start?

APPENDIX B

PERMISSION FOR INTERVIEW

PERMISSION FOR INTERVIEW

I agree to be interviewed by the executive director. I understand that the information will be used in a practicum and the interview will be kept anonymous.

Date _____ Signature _____

APPENDIX C

BOARD MEMBER INTERVIEW QUESTIONS

BOARD MEMBER INTERVIEW QUESTIONS

1. What is the mission statement for this organization?

2. What is your particular philosophy of early childhood education?

3. Do you have a particular area of expertise you would like to share with us?

4. What committees would you be interested in serving on? Why?

5. Do you feel anything should be done differently concerning board meeting agendas?

6. Do you feel that one meeting a month is enough to accomplish our agenda?

7. Have you seen many changes in the make up of the board of the past year? Many skills are needed on a nonprofit board. What ones do we have? Which ones are needed?

8. Have you tried to recruit another board member? How successful have you been?

9. What do you see as the most important areas the board needs to concentrate on for the next year?

10. Do you have anything else you wish to comment on?

APPENDIX D

SAMPLE LETTER TO BUSINESSES

SAMPLE LETTER TO BUSINESSES

Dear _____:

Please allow me to introduce myself.

I am a board member of a nonprofit agency. It is a comprehensive preschool/daycare program which provides many interrelated support and service components necessary to assure the good health and optimum growth and development of the children in our community.

Our organization currently serves 116 children from ages three to six. This center recently became accredited by the National Academy of Early Childhood Programs. The Academy recognizes early childhood programs which meet national standards of quality.

In today's economy, it is becoming increasingly difficult to maintain a quality program. Although many businesses have been generous in the past with their donations, we feel it is imperative to ask once again for your support.

Cash donations, equipment, consumable supplies and in-kind services would be appreciated.

Thank you for your help and community spirit.

Sincerely,

_____

APPENDIX E

PROPOSAL ABSTRACT

PROPOSAL ABSTRACT

Dear _ _____:

This center and the adult daycare center are combining resources to be able to meet the changing needs in our community.

Our organizations currently operate five programs serving 116 children and 20 adults each day.

This unique setting affords the staff the opportunity to provide an intergenerational program between the very young and old.

Your foundation has expressed a special interest in the coordination of services to the disadvantaged within the community.

We would like you to consider a proposal for a program development consultant to ensure that we become diverse enough in our funding to continue to meet the needs of the members of our community.

We anticipate the cost to be approximately $25,000. Our goal is to hire a consultant and then have that person secure funding to continue the position in the future.

Sincerely,

Executive Director
Center

Director
Adult Daycare Center

APPENDIX F

PERMISSION TO BE VIDEOED

PERMISSION TO BE VIDEOED

I hereby assign all rights to thc videotape and sound recording made by me on _____, and I hereby authorize the reproduction, sale, copyright, exhibition, broadcast and/or distribution of said videotape without limitation by _____.

Signed_____

Address _____

_____

Date _____

APPENDIX G

PROGRAM PERMISSION FORM

PROGRAM PERMISSION FORM

NAME OF CHILD_____

PERMISSION:

1) I grant permission for my Child's picture to be taken while at the center.

2) I grant permission for my Child to be videoed at the center.

3) I grant permission for these pictures and videos to be used for informational and/or promotional purposes.

4) I grant permission for my Child to take trips away from the Center, either in a vehicle provided by the center or walking under staff supervision.

I have read and fully understand the above regulations and agree to give my child to participate fully in this program.

_____ _____

DATE SIGNATURE OF PARENT OR GUARDIAN

APPENDIX H

BOARD RESPONSE CHART

	BOARD MEMBERS												
RESPONSES TO INTERVIEW QUESTIONNAIRE AS REPORTED TO THE WRITER	1	2	3	4	5	6	7	8	9	10	11	12	Total
1. What is the mission statement for this organization?													
A. Knew	●	●	●	●	●	●	●	●	●				9
B. Did Not Know													
C. No Response										●	●	●	3
2. What is your particular philosophy of early childhood education?													
A. Development of social skills and enhanced self-esteem.	●		●	●	●	●	●	●					7
B. Children should be in an environment that fosters self-esteem.		●											1
C. No Response									●	●	●	●	4
3. Do you have a particular area of expertise you would like to share?													
A. Legal Issues	●												1
B. Accounting		●											1
C. Insurance			●										1
D. Computer Skills				●									1
E. Business and Community Relationships					●								1
F. Policy and Procedures						●	●						2
G. Staff Insurance/Education								●	●				2
H. No Response										●	●	●	3
4. What committees would you be interested in serving on?													
A. Personnel/Staff integral part of working with children.	●		●	●			●						4
B. Development/Publicity need for continued funding.					●	●			●				3
C. Finance/Experience in field.		●						●					2
D. No Response										●	●	●	3
5. Should anything be done differently concerning Board meetings?													
A. No Change	●	●		●	●		●	●	●				7
B. More specific agenda designated time-frame for each item.			●										1
C. Change the time.						●							1
D. No Response										●	●	●	3

BEST COPY AVAILABLE

	BOARD MEMBERS												
RESPONSES TO INTERVIEW QUESTIONNAIRE AS REPORTED TO THE WRITER	1	2	3	4	5	6	7	8	9	10	11	12	Total
6. Do you feel one meeting a month is enough to accomplish our agenda?													
A. Yes	●	●	●	●	●	●	●	●	●				9
B. No													
C. No Response										●	●	●	3
7. Have you seen many changes in the make-up of the Board this past year?													
A. Diverse Board with expertise in many areas.	●	●		●	●	●	●		●				7
B. Additional member with more legal expertise in personnel policies & procedures.			●										1
C. Additional member with big business or industry connections was needed.								●					1
D. No Response										●	●	●	3
8. Have you tried to recruit another Board member? How successful have you been?													
A. Not tried	●		●	●	●		●	●	●				7
B. Yes						●							1
C. Will try													
D. Did not know it was their responsibility		●											1
E. No Response										●	●	●	3
9. What are the most important areas the Board needs to concentrate on next year?													
A. Expansion/Capitol improvement	●		●			●		●					4
B. Maintaining accreditation/quality		●											1
C. Staff/Board relations				●									1
D. Staff Development/Merit system					●		●		●				3
E. No Response										●	●	●	3
10. Do you have anything else you wish to comment on further?													
A. No further comments	●	●	●	●		●	●	●	●				8
B. Change meeting time to improve attendance					●								1
C. No Response										●	●	●	3

BEST COPY AVAILABLE